

ACP Learning Outline – English - Celebrities

<u>Learning Aim (WALT)</u>	<u>Activities</u>	<u>Learning Outcome (WILF)</u>
<p><i>I want to be Famous</i></p> <p>Identify and interpret explicit and implicit information and ideas</p>	<ul style="list-style-type: none"> - Have pictures of celebrities and discuss why they are famous? - Look up meanings of explicit (it is written down) and implicit (implied by what is written) - Interview with Lizzy Fame reading task (take turns reading the Q&A) and then answer questions on the reading task. - Discussion on what celebrity means – what celebrities does the student know, why are they famous; how does someone become famous? 	<ul style="list-style-type: none"> • Recognise major events (E1) • Recall specific details (E2) • Demonstrate understanding of main details (E3) • Demonstrate firm understanding of the significant points (L1)
<p><i>What is it like to be a Celebrity</i></p> <p>Communicate clearly, effectively or imaginatively.</p>	<ul style="list-style-type: none"> - Organise the events that the student does between getting up and arriving at tuition in order – this could be pictorially; write them as sentences like a diary entry. - Discuss what diaries are and how people use them. - Celebrity Diaries – read the diaries supplied and then complete writing task to create Lizzy Fame’s Diary entry - Choose 4 events from the previous day and use these to create your own diary entry. 	<ul style="list-style-type: none"> • Sequence 3 related events in a diary and choose an appropriate writing style (E1) • Sequence events in simple sentences (E2) • Sequence events logically using correct grammar and punctuation (E3) • Sequence events in a sustained, developed and interesting way using appropriate style and language (L1)
<p><i>Celebrities in the 19th Century</i></p> <p>Read and understand a range of texts Use a word bank to create a reflective piece of writing.</p>	<ul style="list-style-type: none"> - Florence Nightingale – read through the facts about her life and answer the questions. - Giving a speech – use the information to create a 30second-2minute speech and who Florence Nightingale was and how she changed nursing. - What do you think of Nurses – look at the pictures of nurses, discuss what they think about the words used to describe the pictures. Look at the word boxes: find out what the words mean. Then use the picture and words to create a piece of writing titles <i>What do you think of Nurses?</i> 	<ul style="list-style-type: none"> • Make simple inferences about achievements (E1) • Give examples related to inferences (E2) • Make inferences and evidence them from given text (E3) • Make inferences about significant points supporting with evidence from text (L1)
<p><i>Do Some People Deserve to be Famous?</i></p> <p>Evaluate information in texts Listen and respond to spoken English</p>	<ul style="list-style-type: none"> - Refer back to the celebrities in section 1. Discuss with the student if all of these deserve to be famous and why they give the answers they do. - Malala and Harry information – discuss the 2 people, using the word bank and questions to support the discussion. - Writing for purpose - Use the writing frames as needed to support writing clearly their responses, with reasons. 	<ul style="list-style-type: none"> • Make simple statements about own views (E1) • Support own views with reasons (E2) • Express own views and support these with evidence (E3) • Assess extent of agreement/disagreement with other’s views, using textual details for support (L1)

<u>Learning Aim (WALT)</u>	<u>Activities</u>	<u>Learning Outcome (WILF)</u>
<p><i>What would you like to be Famous for?</i></p> <p>Organise information using structural and grammatical features.</p>	<ul style="list-style-type: none"> - Hot seat questions – Student to think about their own life. Use the writing frames to answer questions about their life. Extn: create 5 questions they could use to interview someone famous. - What is life as celebrity like – use the writing frames/prompts to plan answers. Then use this to either write postcard to Tina using the prompts, or a magazine article about their celebrity life. 	<ul style="list-style-type: none"> • Arrange ideas in an appropriate order (E1) • State ideas using simple sequenced sentences (E2) • Sequence ideas logically with beginning, middle and end (E3) • Sequence ideas about character in a sustained, developed and interesting way (L1)
<p><i>Facing the Paparazzi</i></p> <p>Use vocabulary and sentence structure for clarity, purpose and effect. Demonstrate accurate spelling and punctuation</p>	<ul style="list-style-type: none"> - Facing the Paparazzi worksheet – look at the picture and describe sights and sounds. Use the word bank and pictures to support learning. - Celebrities ppt6 – look at the slides and discuss what stories could be behind the headlines about Lizzy Fame. Make a plan and use this to create the article which may have been written. - Should we feel sorry for celebrities? - read the text, checking for understanding. Discuss meaning of paparazzi and their reputation. Rewrite the text using punctuation correctly. - Use the phrases and pictures on the relevant worksheet as needed to support writing a 1 minute speech on whether people should feel sorry for celebrities. 	<ul style="list-style-type: none"> • Describe a scene using simple description (E1) • Sometimes use full stops and capital letters (E1) • Describe a scene using appropriate adjectives (E2) • Consistent use of full stops and capital letters (E2) • Describe a scene using words for variety and interest (E3) • Begin to use other punctuation within sentences. (E3) • Describe a scene using effective and adventurous description (L1)
<p><i>Celebrities – GCSE & Functional Skills Level 1 extension</i></p>	<ul style="list-style-type: none"> - Reading Task – Read the article by Daniel Craig. Summarise the article into 5 key pieces of information. - Speaking & Listening - complete the worksheets to plan, prepare and deliver as presentation about celebrities. 	<ul style="list-style-type: none"> • Demonstrates presentation skills • Listen and respond appropriately to spoken language – including questions on presentation • Use spoke English effectively in speeches and presentations.